



White Plains High School

Freshman Elective Courses

2026-2027

Administration

Mr. Emerly A. Martinez, Principal
Ms. Raegan Figueroa, Assistant Principal
Ms. Sara Hall, Assistant Principal
Mr. Gaetano Vitiello, Assistant Principal

North House Administrators

Mr. Juan Herrera
Mr. Mark Russo

South House Administrators

Ms. Monique Adams
Ms. Cesilie Vega

East House Administrators

Ms. Justine Shewbarran
Ms. Laura Sileo

Directors

Mr. Matthew Cameron, Athletics
Ms. Yolanda Rodriguez, World Languages and Multilingual Learner Programs K-12
Mr. Gary West, Fine Arts
Dr. David Jacobs, Science & Engineering, Mathematics

Coordinators

Mr. Douglas Cronk, English Language Arts
Mr. Emory Davis, Social Studies
Mr. Rocco Varuolo, Business Education, Instructional Technology, Library Media Centers
Mr. Christopher Trieste, Physical Education & Health

School Counselors

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Ms. Jennifer Ayub
Ms. Michelle Bason
Ms. Maria Csikortos
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Ms. Emily Falber
Ms. Kaylin Fitzsimons
Ms. Erin Harrison
Mr. Jeffrey Hirsch
Ms. Genevieve Little
Ms. Silvana Mazurek-Lazala
Ms. Yolainny Minaya
Mr. Marcos Monteagudo

Mission Statement

The mission of the White Plains City School District is to educate and inspire all students, while nurturing their dreams, so they learn continually, think critically, pursue their aspirations and contribute to a diverse and dynamic world.

White Plains High School
550 North Street
White Plains, NY 10605
914-422-2182

District Website:
www.whiteplainspublicschools.org

Table of Contents

Graduation Requirements	4
Course Types / Levels	5
Seal of Civic Readiness	6
New York State Seal of Biliteracy	7
Grading	8
Schedule Change Policy	8
Course Listings by Department	
English	9
Engineering & Industrial Arts	10
Project Lead The Way	10
Visual & Performing Arts	11-13
Business Education, Computer Science, & Library Media Dept.....	14-15
Special Programs	
Community Service Program	15
Seminar	15
Credit Recovery	15
Program Planning Worksheet	16

This course catalog is intended to inform you of the options available in the various academic departments at WPHS including required courses for graduation, prerequisites that must be completed in order to pursue specific academic sequences, and elective courses. In planning your program, the following factors should be considered:

- ♦ Meeting high school graduation requirements
- ♦ Meeting college entrance requirements
- ♦ Preparing for your future career
- ♦ Pursuing special interests and/or talents

Planning a course schedule should extend beyond the next year. The student, parent, and guidance counselor should map out the entire high school schedule up to graduation.

Our ability to offer any elective course is dependent upon student enrollment, budget and Board of Education approval.

GRADUATION REQUIREMENTS
First Entered Grade 9 in September 2013 or Later

Required Courses	Credits Required Local Diploma ¹	Credits Required Regents Diploma ²	Credits Required Advanced Regents Diploma ²
English	4	4	4
Social Studies	4	4	4
Math*	3	3	3
Science*	3	3	3
World Languages	1**	1**	3***
Art/Music	1	1	1
Health	.5	.5	.5
Physical Education	2	2	2
Sequence/Electives	3.5	3.5	1.5
Total Credits	22	22	22

¹ Local Diploma: In specific instances, New York State may allow school districts to award a Local Diploma. A White Plains High School Local Diploma will be issued to any student who meets N.Y. State's guidelines, as per White Plains Board of Education approval.

² Diploma With Honors: As per New York State regulations, a student may be awarded a Regents Diploma or an Advanced Regents Diploma with Honors. To earn honors, a student must achieve an average of 90 percent on all Regents Exams (or their equivalent pursuant to section 100.2 (p), required for the diploma. Averages below 90.0 percent shall not be rounded upward to 90 percent.

*An integrated course in mathematics/science/technology may be used to satisfy the requirement for a third unit of credit in Math or Science. This course must be taught by a teacher certified in the area in which the student is receiving credit.

**Students are required to have completed two units of study in a World Language by the end of their 9th grade year. One unit of credit is earned either by passing the NY State Proficiency Exam LOTE A (in 8th grade) or earning a unit of commencement level credit in a World Language.

***Students acquiring a five unit sequence of credits in one of the following areas may be exempt from the World Language requirement beyond one credit: The Arts (art, music and/or theater), or Career and Technical Education.

REQUIRED NEW YORK STATE EXAMS*

Subject	Local Diploma	Regents Diploma	Advanced Regents Diploma
English	Regents Exam in English Language Arts	Regents Exam in English Language Arts	Regents Exam in English Language Arts
Mathematics	Any Mathematics Regents Exam	Any Mathematics Regents Exam	Must take 3: Integrated Algebra or Common Core Algebra I Regents, and Geometry Regents or Geometry Common Core Regents, and Algebra 2/Trigonometry Regents or Algebra II Common Core Regents
Global Studies	Global History & Geography Regents	Global History & Geography Regents	Global History & Geography Regents
U. S. History	U. S. History & Government Regents	U. S. History & Government Regents	U. S. History & Government Regents
Science	Any Science Regents Exam	Any Science Regents Exam	1 Life Science Regents and 1 Physical Science Regents
World Languages			World Language Checkpoint B Exam

*Additional opportunities to earn a local or Regents diploma exist through appeals, Pathways, and – for classified students – compensatory options. Please see your counselor for more information.

COURSE TYPES/LEVELS

Some core courses (English, Mathematics, Science, Social Studies and World Languages) are offered at both Regents and Honors levels. When this is the case, it will state at the bottom of the course descriptions: *“Both Regents and Honors levels are offered for this course.”*

Regents courses are rigorous courses designed to follow the New York State Regents curricula.

Honors courses go beyond the Regents curricula with regard to both breadth and depth, and require more independent work on the part of the student. Due to the increased demands and challenge of these courses, students receive a 1.3 multiplier for these course grades when they are calculated as part of the student’s GPA (grade point average).

AP (Advanced Placement) courses follow College Board (national) curricula that are designed to engage the student in college work. When a course is at the AP level, this will be indicated in the course title, such as “AP Biology” or “AP U.S. History”. Students in AP courses are required to pay for and take the AP Examinations associated with their courses in May. The cost of AP Exam varies each year. Please reach out to Ms. Figueroa for the cost.

Students who are eligible for free or reduced lunch pay a reduced fee. Students who do well on the AP Exam may be awarded college credit for their work. AP courses receive a 1.3 multiplier.

Dual enrollment courses are courses that allow a student to earn high school and college credit simultaneously. To do this, a student must register with the college and pay tuition for that course. Tuition is generally discounted for high school students. In some cases, a student must pass a college placement test to be eligible to do this. At the conclusion of the course the student will earn both high school credit, and also—provided the student earns a C or better—college credit that may be applied either to that college or submitted for approval as transfer credit to another college. White Plains High School offers dual enrollment through Westchester Community College (ECE “Early College Experience” courses), SUNY Albany (Science Research), Syracuse University (SUPA English courses), Marist College, and Rochester Institute of Technology (Project Lead the Way). When a course is a dual enrollment course, this will be indicated in the course description. Dual Enrollment courses receive a 1.3 multiplier.

HONORS/ADVANCED PLACEMENT COURSES

WPHS provides access to honors and Advanced Placement (AP) courses to all students. Students currently in an AP or honors course may plan their academic program for the appropriate subsequent AP or honors course. Since honors and AP courses are rigorous, with increased expectations regarding the level of student work, conversations should take place between the student, parent, and school counselor to determine if placement in one or more of these courses is in the best interest of the student. Students will, however, still be required to have taken prerequisite courses where applicable. Please note that our dual enrollment courses taken for college credit from Westchester Community College, SUNY Albany, Syracuse University, Marist College and Rochester Institute of Technology have specific prerequisites which can be found in the course description.

Seal of Civic Readiness

- The New York State Seal of Civic Readiness is an award given to a High School student who demonstrates a high level of proficiency in terms of civic knowledge, civic skills, civic mindset and civic experiences.
- All seniors who earn the seal will receive a special distinction on their high school diploma and can be eligible for the 4+1 pathway to graduation.
- To earn the seal, students must earn six points from the options below. At least two points need to come from the left side and at least two points must come from the right side.

Civic Knowledge	Pts.	Civic Participation	Pts.
4 credits of social studies	1	High School Civics Project (limit two times during grades 9-12)	1.5
Mastery level on Social Studies Regents Exam	1.5*	Service-Learning Project (minimum 25 hours) and reflective civic learning essay/presentation/product	1*
Proficiency level on Social Studies Regents Exam	1*	Earned credit in an elective course that promotes civic engagement	.5*
Advanced social studies course(s)	.5*	Middle School Capstone Project (Grades 7 and 8 are only eligible for this point)	1
Research Project	1	Extra-curricular participation or work-based learning experience (minimum 40 hours) and an essay/presentation/product	.5*
		Civics Capstone Project	4

*Students may receive these points more than once.

- Students will complete the Research project in the 9th grade Global History classes and the Civics Project in their 11th and 12th grade classes. Please make an appointment to speak with Ms. Jawanda Weston or Mr. Emory Davis to learn more about the seal or scan the QR code below



New York State Seal of Biliteracy

- The New York State Seal of Biliteracy (NYSSB) is an award given to high school graduates who have demonstrated a high level of proficiency in English and one or more world languages. The NYSSB encourages the study of languages, affirms the value of diversity in a multilingual society, and provides universities and future employers with additional information about applicants.
- The NYSSB acknowledges the importance of being bilingual in today's global society. It highlights the hard work and achievement of students, encourages them to maintain their home language, and pursue additional language study while in school. The recognition of attaining biliteracy becomes part of the high school transcript and diploma for these students and is a statement of accomplishment for future employers and for college admission. All NYSSB earners will receive an official seal affixed to their diploma, a medallion to wear at graduation, and may also receive a certificate from the New York State Education Department.
- Any student attending a district that offers the NYSSB who is proficient in and/or studying English and at least one world language is eligible to pursue this award. This includes students who speak a language other than English at home and those who are completing a course of study in a world language through high school.
- If you would like additional information, please email to Mrs. Jennifer Ayub jenniferayub@wpcsd.k12.ny.us or Mrs. Yolanda L. Rodriguez yolandarodriguez@wpcsd.k12.ny.us

Criteria to Earn the New York State Seal of Biliteracy (NYSSB)

- A. Students wishing to receive the NYSSB must complete all requirements for graduating with a NYS Regents diploma*;
 B. In addition to the above minimum requirement, students wishing to receive the NYSSB must earn three (3) points from the English criteria and three (3) points from the World Language criteria.

CRITERIA FOR DEMONSTRATING PROFICIENCY IN ENGLISH	POINT VALUE	CRITERIA FOR DEMONSTRATING PROFICIENCY IN A WORLD LANGUAGE	POINT VALUE
1A. Score 80 or higher on the NYS Regents Examination in English Language Arts** or English Language Learners (ELLs) score 75 or above on two Regents exams other than English**, without translation.	1	2A. Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, consistent with Checkpoint C standards.	1
1B. ELLs earn an overall score of 290 or better on the New York State English as a Second Language Achievement Test (NYSESLAT) during 9th-12th grades.	1	2B. Provide transcripts from a school in a country outside of the U.S. showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher.	1
1C. Complete all 11th- and 12th-grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1	2C. For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1
1D. Score at a proficient level on an approved English assessment (See "Approved English Assessments" on page 50.)	1	2D. Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on pages 51-53.)	1
1E. Present a Culminating Project that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.	2	2E. Present a Culminating Project that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.	2

GRADING

Progress reports are mailed five weeks into each quarter. Report cards are distributed four times a year at the end of each quarter. White Plains High School uses letter grades and percentages. The following ranges apply:

A+	96.5 – 100	B+	86.5 – 89.4	C+	76.5 – 79.4	D+	66.5 – 69.4
A	92.5 – 96.4	B	82.5 – 86.4	C	72.5 – 76.4	D	64.5 – 66.4
A-	89.5 – 92.4	B-	79.5 – 82.4	C-	69.5 – 72.4	F	Below 64.5

All grades below 65 are numerical. In addition, grades issued in Honors and Advanced Placement courses, Science Research and Dual Enrollment English carry a 1.3 multiplier when computing the GPA and the rank in class.

The final grade in a yearlong course is computed using each of the four marking periods, the mid-year exam, and the final exam. For semester courses, the final grade is an average of two marking periods and the final exam.

WPHS Course Change Policy

Lateral changes (changing periods or teachers but remaining in the same course) are not permitted.

Students who are in Honors or AP courses, especially if this is their first experience with courses at this level, are encouraged to remain for a minimum of five weeks so that they can get used to the difference in depth and pacing before deciding to leave the course.

Schedule changes that involve adding a new course or changing from a Regents level to an Honors or AP level course must be done prior to the fifth week of a full year course, or the third week of a one-semester course.

Schedule changes that involve moving from an AP or Honors to a Regents level course need to be completed within **5 days after the progress reports during the 2nd quarter**. When entering a new course, the student may be responsible for completing assignments in the new course.

A student who drops a course outright (does so without changing levels) may do so up until 5 days after the 2nd quarter progress reports without any notation being made on the student's transcript. Any course dropped after that will appear on the student's transcript with a "W".

Schedule changes of any kind should be made only after a thorough discussion with the student's current teacher and his/her school counselor.

Please note that there are times when schedule changes are prohibited. No classes may be changed during the first or final week of any quarter.

We offer a variety of English courses that challenge and support our students. Courses help students meet N.Y. State and local requirements and prepare students for study beyond high school.

JOURNALISM 1

Half year - ½ credit, Grades 9-12

News is just a status update away on your iPhone, iPad, laptop, or other tech tool in this 24/7 information hungry world. Learn what it takes to be a 21st century news consumer and maker. Learn the essential skills to become a journalist through research, writing and reporting across all the mediums: television, online, and print. You will do on-camera interviews, experiment with podcasting, publish your own blog, and use Twitter to enhance your news gathering skills. Gain the experience necessary to get involved as a future staff member/editor of the school paper *The Orange*. Learning how to write and research for news stories will enhance your skills and help you in your other classes as well. This course is a great foundation for future career options in the communication field.

JOURNALISM 2

Half year - ½ credit, Grades 9-12

Build on the foundation of skills developed in the Journalism 1 class by becoming a critical consumer and maker of news and distributor of information. Learn what it takes to tackle a longer formatted television piece seen on shows like *Dateline*. Learn how to investigate a good story through research, relationship building, and tough questions. Become savvy at using camera equipment, or recording a longer podcast program. Use social media to help you learn what it takes to gain followers and trust in this 21st century communication driven world.

Use the experience gained to take on a staff position or editor position of the school paper *The Orange*. This course will help you prepare for a future major in communication or journalism.

Prerequisite: Journalism 1

CREATIVE WRITING 1

Half year - ½ credit, Grades 9-12

This course offers students the opportunity to try their hand at creating written work that is compelling and thoughtful. A variety of genres will be explored, including short stories, memoir, poetry, plays, film scripts, and creative non-fiction. Reading for this course will consist of excerpts and handouts that will be distributed throughout the term, as well as students' work. In fact, the primary texts for this course are students' work. Students will work toward the goal of performing and/or publishing their original work. For example, students may participate in the White Plains Public Library's monthly poetry slams, submit their work to our school's award winning anthology *The Roar* or publish their work in the class's end of course anthology.

CREATIVE WRITING 2

Half year - ½ credit, Grades 9-12

This course is a continuation of Creative Writing, with a special emphasis on the writing of plays and pieces for performance. Students will read a wide range of models that will inform their writing. Learning the structure of dramatic literature will be an emphasis of the course, especially the creation and use of dialogue. Students will produce monologues, scenes, and one act plays.

Prerequisite: Creative Writing 1

ENGINEERING AND INDUSTRIAL ARTS

Engineering education provides an opportunity for students to study and learn about the processes and knowledge related to technologies that are needed to solve problems and extend human capabilities. Students will be able to use, manage, understand, and assess technologies. It uses concepts of science, mathematics, social science, and language arts in a hands-on, systems-based approach to problem-solving that guides students in the understanding, design and development of systems, devices, and products to improve our lives.

ARCHITECTURAL DRAWING COMMERCIAL

Half year – ½ credit, Grades 9-12

Students will create a design and a model of a store. Most drawings will be completed using a computer-aided drawing (CAD) program. Tools and machines will be available for construction of models. Drawings and model building skills are employed to fulfill project requirements. In addition, personal career opportunities in construction will be explored.

ARCHITECTURAL DRAWING RESIDENTIAL

Half year – ½ credit, Grades 9-12

Students will design a house and make the necessary drawings needed for construction. A model will be constructed from their plans using tools and machines that will be available for the construction of models. Most drawings will be done with a computer-assisted drawing (CAD) program. Drawing and model building skills are employed to fulfill project requirements. In addition, personal career opportunities using architecture and construction will be explored.

INDUSTRIAL DESIGN

Half-year – ½ credit, Grades 9-12

This course uses a hands-on approach for learning and applying the Engineering Design Process. Students will learn fundamental skills in measuring, drawing, product research, and materials processing practices. Emphasis will be on the safe use of a variety of tools to shape different materials, including woods and plastics. Topics will include measurement, creating precise hand and CAD drawings, reading project plans, refining projects using the design process, and materials processing.

ADVANCED INDUSTRIAL DESIGN AND FABRICATION

Half-year – ½ credit, Grades 9-12

This course is a continuation and expansion of the materials processing concepts introduced in the Industrial Design course. Students will build more complex projects, modify plans to incorporate custom fabrications, and create project portfolios. Students will learn to use wood and CNC lathes, the CNC mill, 3D printer and vacuum former, and will be introduced to acrylic resin and mold-making. **Prerequisite: Industrial Design**

PROJECT LEAD THE WAY – PATHWAYS TO ENGINEERING

INTRODUCTION TO ENGINEERING DESIGN

Full year – 1 credit, Grades 9-12

This is a **dual enrollment course** offered in collaboration with the Rochester Institute of Technology (RIT). This course is the first in the Project Lead the Way (PLTW) Pathways to Engineering Program, but may be taken on its own to meet graduation elective credit requirements. In this course, students use the design process and industry standard 3D modeling software to design solutions to solve proposed problems. Students engage in hands-on, project-based activities while learning the fundamentals of engineering. This course prepares students to move to the PLTW electives such as Aerospace Engineering and Biotechnical Engineering. ***Students must pay the (discounted) fee for RIT credit to receive a Rochester Institute of Technology transcript. Please note that Introduction to Engineering Design is a prerequisite for most other Project Lead the Way courses. Students with a desire to pursue engineering should keep this in mind when choosing electives.***

CIVIL ENGINEERING & ARCHITECTURE

Full year – 1 credit, Grades 9-12

This is a **dual enrollment course** offered in collaboration with the Rochester Institute of Technology (RIT). This course is a specialization course in the Project Lead the Way (PLTW) Pathways to Engineering Program. Students are introduced to key aspects of building and site design and development as they learn to use computer-assisted architectural design and modeling software. Throughout the course, students move from structured activities to open-ended projects, completing both residential and commercial designs. Students apply the engineering design cycle to all problems while applying math and science concepts and developing professional skills such as planning, documentation, communication and presentation of solutions. Major projects include the design of a small, affordable home; the renovation of a commercial facility; and the design of a small commercial facility that meets a specific community need. ***Students must pay the discounted fee for RIT credit to receive a Rochester Institute of Technology transcript. Prerequisite: Algebra***

VISUAL & PERFORMING ARTS DEPARTMENT

Students are required to earn one full credit in art, music and/or theater to graduate. Any art, music and/or theater courses may be taken to meet this requirement.

MUSIC

TIGER BAND

Full year - 1 credit, Grade 9

The Tiger band is a group that focuses on the fundamentals of ensemble performance in a High School Band and the technical and musical development of its members. Students also receive small group instrumental instruction on a rotational basis. Most of the repertoire for this ensemble is similar in difficulty to levels I and II in the New York State School Music Association (NYSSMA) manual. Repertoire is chosen from a variety of styles, including classical, jazz, popular, folk, and concert band music from contemporary composers. Attendance at scheduled performances is required.

Prerequisite: Audition/interview process and teacher recommendation

INTRODUCTION TO MUSIC TECHNOLOGY

Half year – ½ credit, Grades 9-12

This course is taught in a digital mac lab, equipped with computers and digital keyboards. The course will explore various programs and applications for composing and 'mixing' music. Some of the topics that may be covered include Basics of a Sound System, Audio Effects, Garageband, Logic Pro, music notation, MIDI Sequencing, Audio Sequencing, Composing, Arranging, Podcasting, Remixing, Film Scoring, and/or Live Performance. Upon successful completion, students will receive a half Fine Arts credit toward graduation.

Preference is given to juniors and seniors.

INTERMEDIATE MUSIC TECHNOLOGY

Half year – ½ credit, Grades 9-12

Students in this course will use Logic Pro, a professional digital audio workstation, to create music. This is a course that is designed for learners to explore their musical creativity, collaborating with other students, through the medium of technology. This is an interdisciplinary course, drawing on composition, music theory, audio engineering, and technology. The knowledge and skills learned in this course will transcend any single technology, allowing students to develop creative capacity across platforms. Students will create music while exploring their own interests, as well as develop an understanding of how musical elements are deployed in diverse musical styles. Expanding their musical imagination, students will acquire college and career-ready skills, in addition to developing an understanding of the workflows applicable to music and technology-based industries. **Prerequisite:** Introduction to Music Technology. **Students should have a strong interest in creating original electronic music. It is highly recommended that students have an interest in performing music on voice or an instrument (including MIDI keyboard).**

SYMPHONIC BAND

Full year – 1 credit, Grades 9-12

Students in Symphonic Band perform in the marching band during the fall football season and in the Memorial Day Parade in May. The remainder of the year is devoted to concert repertoire. Students also receive small group instrumental instruction on a rotational basis. Most of the repertoire for this ensemble is similar in difficulty to the music from Levels IV, V, and VI in the New York State School Music Association (NYSSMA) manual. Selected advanced wind and percussion players also perform with the Symphony Orchestra. Attendance at scheduled performances is required.

Prerequisite: Audition/interview process and teacher recommendation

STRING ORCHESTRA

Full year – 1 credit, Grade 9

The String Orchestra is a group that focuses on the fundamentals of ensemble performance in a High School Orchestra and the technical and musical development of its members. Students also receive small group instrumental instruction on a rotational basis. Most of the repertoire for this ensemble is similar in difficulty to levels I and II in the New York State School Music Association (NYSSMA) manual. Repertoire is chosen from the Baroque, Classical, Romantic, and/or Contemporary periods, as well as some selections from popular music. Attendance at scheduled performances is required.

Prerequisite: Audition/interview process and teacher recommendation

MIXED CHORUS

Full year – 1 credit, Grades 9-12

Members of the Mixed Chorus will focus on the development and enhancement of vocal tone quality, music reading skills, ensemble singing, and performance experience. The course will introduce students to a wide variety of music and performance styles, and include listening experiences which reflect the role of music as an expression of culture and history. Participation in scheduled performances is required. There is no audition or prerequisite requirement for participation in Mixed Chorus.

CLASS PIANO

Half year – ½ credit, Grades 9-12

In this introductory course in piano, students receive classroom instruction in basic piano keyboard skills, music reading, and beginning harmony. In addition to classroom instruction, students receive individual guidance on solo repertoire selection to ensure each student is working at the appropriate level. *Preference is given to juniors and seniors.*

CLASS GUITAR

Half year – ½ credit, Grades 9-12

In this introductory course in guitar, classroom instruction is focused on the basic elements of acoustic guitar playing. Emphasis is on playing and reading notes/chords, and developing coordination and musicianship. *Preference is given to juniors and seniors.*

THEATER

INTRODUCTION TO THEATER

Half year – ½ credit, Grades 9-12

In this course students examine the world of theater. Through scene study, playwriting, and theater games, students will be introduced to acting and directing. Students will also learn about light, sound, set and costume designing. Students can anticipate reading, writing, speaking, and listening activities, as well as a great deal of group work. The final exam is the performance of an original one-act play. *Preference given to juniors and seniors.*

INTERMEDIATE THEATER

Half year – ½ credit, Grades 9-12

This course is designed to further develop the skills introduced in the Introduction to Theater course. Students will explore various genres of theater and a variety of dramatic texts. Students can expect to engage in more frequent performance projects at a higher caliber than in the Introduction to Theater course. *Preference given to juniors and seniors.*

Prerequisite: Introduction to Theater

VISUAL ARTS

STUDIO IN ART

Full year – 1 credit, Grades 9-12

This foundation course offers knowledge, skills and techniques essential to creating a work of art. Emphasis is placed on the elements and principles of design as they apply to two and three dimensional art works. The history of art and the cultural heritage from which it is derived is related to art projects. Through individual expression and the use of cultural resources such as museums, libraries and visiting artists, students increase their knowledge of how to judge, understand and appreciate art. It is strongly recommended that students who plan to pursue post high school study of the visual arts enroll in this class early in their high school career.

STUDIO IN DIGITAL ART

Full year – 1 credit, Grades 9-12

This course is a foundation art course designed to serve a wide range of students with a variety of interests and abilities. Successful completion of this course will satisfy the NYS graduation requirement of a unit of credit in Fine Arts. This course acts as an introduction to the elements of art and principles of design through the use of art technology. Computer graphics, digital photography, and video art projects will be completed in this course. The computer programs that students will primarily use are Adobe Illustrator, Adobe Photoshop and iMovie. The focus of the course will be to provide exposure to many aspects of media and current technological tools. There will be an integration of traditional media and a variety of digital techniques. Students will investigate artists whose work are relevant and will be exposed to a variety of art careers and artistic movements.

INTRODUCTION TO DRAWING

Half year – ½ credit, Grades 9-12

This course develops a foundation in a variety of drawing experiences. Techniques in pencil, pastels, charcoal, crayon, ink and felt tip pens are explored. The work of past and contemporary artists is an integral part of the curriculum through visual materials and discussion. The focus of the course is drawing from observation. Subject matter includes still life, figures, and landscape.

INTERMEDIATE DRAWING

Half year – ½ credit, Grades 9-12

This course is a continuation of the techniques covered in Introduction to Drawing. More advanced techniques in a variety of media are covered and figure drawing is emphasized.

Prerequisite: Introduction to Drawing

INTRODUCTION TO PAINTING

Half year – ½ credit, Grades 9-12

This course develops a foundation in a variety of painting experiences. Techniques in watercolor, acrylics and mixed media are explored. Studying the work of past and contemporary artists is an integral part of the curriculum. Projects include drawing, still life, and landscapes.

INTERMEDIATE PAINTING

Half year – ½ credit, Grades 9-12

Builds upon skills learned in Introduction to Painting. Students are encouraged to explore topics that inspire them; therefore, some self direction is necessary. A sketchbook for both class work and out of class research is required. A variety of painting techniques will be utilized, which may include water color, oil, and acrylic paintings and mixed media. Studying the work of past and contemporary artists is an integral part of the curriculum. **Prerequisite: Introduction to Painting**

INTRODUCTION TO SCULPTURE

Half year – ½ credit, Grades 9-12

This is an introduction to the basic materials and techniques utilized by the sculptor. Traditional methods in clay, wood, metal, and other materials are explored with an emphasis on individual experimentation and expression. Emphasis is also placed on the development of each student's unique style and an appreciation of historical and modern sculpture.

INTERMEDIATE SCULPTURE

Half year – ½ credit, Grades 9-12

This course continues the study of the basic materials and techniques utilized by the sculptor. Projects are designed to meet the special interests of each student and emphasis is placed on the diversity of media available to sculptors. Students have the opportunity to investigate a variety of materials. Inspiration is drawn from historical as well as contemporary artists and their work. Craftsmanship in the production of individual pieces is a prime focus in this course. Projects are required in several techniques.

Prerequisite: Introduction to Sculpture

INTRODUCTION TO CERAMICS

Half year – ½ credit, Grades 9-12

This course is an introduction to the basic techniques of ceramics. Pottery examples from various cultures as well as contemporary society are used for aesthetic judgment and appreciation. Hand-building methods are taught in this semester course. Many forms of decoration are covered including glazing and staining.

INTERMEDIATE CERAMICS : WHEEL THROWING**Half year – ½ credit, Grades 9-12**

This course develops skills used on the potter's wheel. At the end of the course the student should be able to control the wheel to make small containers of various shapes as well as lids. Examples from various cultures and periods of history are used as a basis for aesthetic judgment and appreciation. Emphasis is placed on craftsmanship and design.

Prerequisite: Introduction to Ceramics

INTERMEDIATE CERAMICS : HAND BUILDING**Half year – ½ credit, Grades 9-12**

This course is designed for students who have a basic understanding of ceramic techniques and want to expand their hand-building skills and creativity. The focus is on deepening knowledge of hand-building methods while introducing new processes for decorating, glazing, and finishing. Students will build upon the foundational techniques they have already learned, such as pinch pots, slab, and coil construction, while exploring more advanced approaches. Students will develop a deeper understanding of hand-building techniques and will complete a range of works showcasing their individual style and creativity.

Prerequisite: Introduction to Ceramics

INTRODUCTION TO PHOTOGRAPHY**Half year – ½ credit, Grades 9-12**

In this course students learn the fundamental techniques of fine art photography. Both the aesthetic and technical aspects of the photographic image are covered. Students become proficient in the use of the single lens reflex camera, 35 mm film processing and the basics of black and white darkroom printing. A limited number of school cameras are available for students to use. Students are required to sign a contract and are financially responsible for the equipment they borrow. *Preference given to juniors and seniors.*

INTERMEDIATE PHOTOGRAPHY**Half year – ½ credit, Grades 9-12**

In this course the techniques learned in Introduction to Photography are reinforced and expanded. The primary focus of this course is an exploration of both film and digital photography and how to incorporate the elements of art and principles of design into photographic projects, as well as many technical and experimental aspects of taking film and digital photos. A limited number of school cameras are available for students to use. Students are required to sign a contract and are financially responsible for the equipment they borrow. *Preference will be given to juniors and seniors.*

Prerequisite: Introduction to Photography

INTRODUCTION TO METAL ARTS**Half year – ½ credit, Grades 9-12**

This course provides a foundational exploration of metalworking, with a primary focus on jewelry creation, while also introducing students to the diverse world of metal art. Students will learn about and use professional tools and techniques to express themselves creatively in a variety of metals, plastics, and found objects. Through hands-on projects, students will gain experience with a range of techniques, including jewelry making, wirework, metal stamping, repoussé and chasing, and found object assemblage. In addition, students will delve into the rich history of metal arts and its cultural significance.

INTERMEDIATE METAL ARTS**Half year – ½ credit, Grades 9-12**

This course builds upon the foundation established in Introduction to Metal Arts, expanding students' knowledge and experience of tools, techniques, and materials. While continuing to refine jewelry-making skills, students will be introduced to advanced procedures such as stone setting, casting, enameling, and other specialized techniques applicable to a wider range of metal art applications. **Prerequisite:** Introduction to Jewelry Design

INTRODUCTION TO FASHION DESIGN & ILLUSTRATION**Half year – ½ credit, Grades 9-12**

This course will introduce students to the basics of fashion design and illustration with an emphasis on personal creativity. Some of the topics covered are: drawing the fashion figure, understanding, drawing and incorporating design lines and principles, recognizing and drawing basic structures, history of fashion, fashion designers, and fabric and color.

INTERMEDIATE FASHION DESIGN & ILLUSTRATION**Half year – ½ credit, Grades 9-12**

This course will expand upon the knowledge and experience of techniques and materials covered in Introduction to Fashion Design & Illustration. More advanced techniques in various media will be explored, such as developing watercolor painting skills with respect to fashion renderings, and utilizing professional grade inks to further enhance fashion illustration. The new materials will be introduced in order to give students a broader base for self-expression in the realm of fashion design and the opportunity to build upon techniques as they become more comfortable. Students will also learn about past and present fashion designers, mood boards, display, fabrics, and the commercial world within the garment industry.

Prerequisite: Introduction to Fashion Design & Illustration

ART SURVEY/SALE ART**Half year – ½ credit, Grades 9-12**

This course focuses on skill development in a variety of media and techniques. Students are encouraged to explore the visual arts through ceramics, painting, collages and other media, in a studio atmosphere. *Administrative approval is required.*

DANCE**INTRODUCTION TO DANCE****Full year - 1 credit, Grades 9-12**

Students will explore dance technique, creative movement, and the history of dance as an art form. This introductory course will introduce students to various styles of dance and how to use movement to communicate messages to others. Through the philosophies promoted in Laban Movement Analysis (LMA), students will learn how Body, Effort, Shape, and Space contribute to the art of dance. Students will be introduced to the basic movements of various styles of dance which may include ballet, jazz, tap, hip-hop, musical theater, and modern dance.

BUSINESS EDUCATION, COMPUTER SCIENCE, & LIBRARY MEDIA DEPARTMENT

The discipline of business and marketing education helps students develop the knowledge, skills and behaviors necessary to succeed in the workforce using the appropriate business and communication tools. These courses will help students develop skills in finance, information systems, entrepreneurship, marketing, management, and international trade. Computer science and programming education provides an opportunity for students to engage in real-world problem solving and computational thinking while experiencing the fundamentals of computing and developing programming expertise. The acquired skills provide a foundation for career and college readiness as well as prepare students for post-secondary study in a business cluster, computer science and programming. Technology and information literacy courses help students recognize the social implications of technology and develop the ability to identify the need for information, locate, evaluate, analyze and use it effectively. These courses will help students acquire the necessary skill set that is increasingly important in this “Information and Technology Age”.

BUSINESS EDUCATION COURSES

CAREER & FINANCIAL MANAGEMENT

Half year – ½ credit, Grades 9-12

The Career and Financial management course (CFM) is designed to equip students with essential life skills related to both financial literacy and career planning. This course emphasizes practical knowledge and tools that are directly applicable to real-world situations, empowering students to make informed decisions regarding their finances and future careers. Students will learn about budgeting, interest rates and loans, credit management, saving and investing and making sound financial decisions. Students will explore career pathways, personal goal settings, resume building and job search strategies. Key soft skills such as communication, teamwork, time management, task priority and problem-solving will be emphasized as essential tools for career success.

MARKETING 1: INTRODUCTION TO MARKETING

Half year – ½ credit, Grades 9-12

This introductory marketing course provides students with a comprehensive foundation in the core principles and functions of marketing as they relate to various industries. The course is designed to offer students a thorough understanding of the marketing process, focusing on both the theory and practical application of marketing strategies across different types of products, services, and ideas. Key topics covered include: marketing fundamentals, distribution channels, financing, market information management, pricing, selling and promotion. Throughout the course, students will be encouraged to apply the concepts they learn through case studies, group projects, and real-world examples. By the end of the course, students will have a strong understanding of the marketing functions and how they work together to drive business success. This course serves as a prerequisite for students interested in advancing to specialized marketing fields, such as Sports and Entertainment Marketing, by providing them with the foundational knowledge necessary for more complex marketing topics.

SPORTS AND ENTERTAINMENT MARKETING

Half year – ½ credit, Grades 9-12

This course is designed to provide students with a comprehensive understanding of how marketing principles apply to both the sports and entertainment sectors. Students will learn fundamental theories and strategies in the areas of market research, consumer behavior, branding, advertising, partnerships and digital marketing focusing on collegiate, professional and amateur sports and the movie, theater and music industries. Students will develop strategies to market teams, films and concerts. This course assumes students have a basic understanding of marketing concepts and requires *Marketing 1 as a pre-requisite course*.

COMPUTER SCIENCE & PROGRAMMING COURSES

INTRODUCTION TO COMPUTER SCIENCE

Half year— ½ credit, Grades 9-12

Through a project based learning approach, students who are interested in computers and developing software applications will explore a variety of computer systems (hardware and software applications) and programming languages to create interactive applications and systems. By collaborating in a hands-on environment, students will develop problem solving skills, software design and debugging strategies. They will develop an appreciation for the foundations of computer science (file management, data structures, procedures, and algorithms). Students will work on projects (both individual and team) in the areas of computing career options, graphics and games, animation and art, electronics systems, and interactive fashion, all using a variety of programming languages. Students will develop a working knowledge of computer system designs, and skills and strategies that will serve as a basis for the Computer Science Essentials course. *Designed for students who have not taken Computer Applications for Business & Life in middle school or who want to develop technology and programming skills in a half-year course.*

COMPUTER SCIENCE ESSENTIALS

Full year—1 credit, Grades 9-12

Computer Science Essentials (CSE) is the first course in the Project Lead the Way (PLTW) Computer Science strand. Students experience the major topics, big ideas, and computational thinking practices used by computing professionals to solve problems and create value for others. The course aims to develop computational thinking and generate excitement about career paths that utilize computing. CSE helps students develop programming expertise and transition from the block-based programming to text-based programming languages. The course is designed to introduce students to a range of topics in computer science while building confidence that prepares them to move to advanced computer science courses. This course requires a working knowledge of basic software, hardware, and file management.

INTRO TO ROBOTICS 1

Half year— ½ credit , Grades 9-12

Based on the Carnegie Mellon Robotics Academy curriculum and using REV Edu Kits, this project-based course focuses on the fundamental concepts of robotics including basic programming principals, construction, mechanical design, sensors, actuators and controllers. Students are introduced to the role of robotics in industries such as manufacturing, healthcare and exploration. By the end of the course students will understand the relationships between mechanical, electrical and software components in a robot, develop basic programming skills to control robot behavior and collaborate effectively in teams to complete section and final projects.

INFORMATION LITERACY COURSES

TECHNOLOGY, RESEARCH & SOCIAL MEDIA

Half year – ½ credit, Grades 9-12

This course focuses on technology and information literacy skills while using social media & research tools through project-based instruction. Some of the hands-on projects may include, but are not limited to creation of videos, podcasts, 3D images and public service announcements (PSA). Students will develop comprehensive understanding of Microsoft applications, online resources and databases, and new cloud-based and social media applications. Students will also develop methods on identifying and critically analyzing the misinformation imbedded in fake news on social media and on websites. This course is a great foundation for future technology and research classes, as well as college and careers. It also provides support for students to complete projects assigned in their academic classes. Designed for students who have not taken Computer Science Discoveries in middle school or want to develop additional technology and information literacy skills.

SPECIAL PROGRAMS

COMMUNITY SERVICE PROGRAM

Community Service is not a graduation requirement; however WPHS encourages students to become actively involved with the community through volunteer experiences. These may take place at local non-profit agencies and organizations or within the school. Community service provides firsthand knowledge of society's needs, as well as future career opportunities. Service credit may be earned over a four-year period and will be awarded as follows: ½ service credit for 60 hours or one service credit for 120 hours. This credit may not be applied toward graduation. It is only on the transcript to demonstrate the student's commitment to Community Service. This program is open to all students. The coordinator of volunteers is available to assist with placement and evaluation.

WPHS SEMINAR

At WPHS we value the social, emotional, and academic needs of our students. Through the WPHS seminar, all 9th grade students meet regularly with their school counselor, house administrator or house social worker to address their academic and social emotional needs while also exploring their goals, interests and needs. In addition, the seminar will support students in strengthening their leadership skills and establishing positive relationships with adults and peers.

AQUATICS

Half-year (alt days)– 1/4 credit, Grade 9

This course focuses on developing swimming techniques, water safety, and aquatic fitness. Students will engage in a variety of water-based activities, including swimming, and synchronized swimming. Emphasis is on improving stroke efficiency, endurance, and comfort in the water. Students will also learn about water safety protocols and explore the benefits of aquatic exercise. Through direct experience, students will discover opportunities for aquatic sports and fitness activities outside of school, promoting lifelong skills and enjoyment in the water.

FITNESS

Half-year (alt days) – 1/4 credit, Grade 9

This course is designed to improve overall physical fitness through a variety of exercises and activities. Students will focus on cardiovascular health, strength, flexibility, and endurance through structured workouts, including aerobic exercises, strength training, and mobility routines. The course emphasizes the importance of maintaining a balanced fitness routine to enhance overall health and well-being. Students will also learn about the benefits of regular physical activity, goal setting, and how to track their fitness progress. Opportunities to pursue personal fitness goals beyond school will be explored.

COOPERATIVE GAMES

Half-year (alt days) 1/4 credit, Grade 9

This course is designed to help students develop teamwork, communication, and critical thinking skills through active participation in group challenges and games. Rather than focusing on competition, the course emphasizes cooperation, trust, and shared goals as students work together to overcome physical and mental tasks. Students will engage in a wide variety of activities such as team challenges, initiative games, trust-building exercises, and problem-solving scenarios that require planning, strategy, and collaboration. Through reflection and group discussion, students will learn effective communication, leadership, and how mutual support contribute to personal growth and group success, fostering a positive and inclusive physical activity environment.

2026-2027 Program Planning

Freshman Student Worksheet

Name: _____

Current Grade Level: 8

Counselor: _____

The following information will help your counselor help you prepare for your future.

Post-Secondary Goals

Please list your potential college major(s) and/or career plans:

Please list any colleges/universities that you believe that you might wish to apply to as a senior in high school:

Electives/Alternates for 2026-2027

Please list the electives that you would like to take in the 2026-2027 School Year. Please list at least four full year or six half-year electives (or a combination of the two) in order of preference. No more than two of them can be art classes. Please be sure to indicate for each elective if it is a one-semester or full-year course.

First Choice Elective:	_____	_____ One-Semester	_____ Full-Year
Second Choice Elective:	_____	_____ One-Semester	_____ Full-Year
Third Choice Elective:	_____	_____ One-Semester	_____ Full-Year
Fourth Choice Elective:	_____	_____ One-Semester	_____ Full-Year
Fifth Choice Elective:	_____	_____ One-Semester	_____ Full-Year
Sixth Choice Elective:	_____	_____ One-Semester	_____ Full-Year
Seventh Choice Elective:	_____	_____ One-Semester	_____ Full-Year
Eighth Choice Elective:	_____	_____ One-Semester	_____ Full-Year

Please list any questions or concerns that you have regarding your course selections for 2026-2027

Please be sure to return this completed worksheet to your counselor.

We believe that:

- ◆ All people have intrinsic value
- ◆ Celebrating and embracing diversity enriches lives
- ◆ All people can learn, grow and contribute
- ◆ Every choice matters, and that people are responsible for their choices
- ◆ Respect, honesty and trust empower
- ◆ When people serve the community, both the individuals and the community benefit
- ◆ High expectations promote high achievement



Non-Discrimination Policies

In compliance with Section 504 of the Rehabilitation Act, with Title IX and with Title II of the Americans With Disabilities Act, the White Plains School District does not discriminate on the basis of disabling condition or gender in its educational programs, activities, or employee practices. These policies on non-discrimination include the following areas: recruitment and employment of personnel, employment pay and benefits, access by students to educational programs, course offerings, and student activities.

Individuals who need auxiliary aids for effective communication or a reasonable modification to participate and benefit equally from programs and services are invited to make their needs and preferences known to the ADA Compliance Coordinator. Parents are to make such requests no later than two weeks prior to the event.